

## Spellings

restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier

Monday – Write your spellings into your book – using a dictionary, find and write the definitions.

Thursday – Create a spelling scribble using this week's words. Examples of these can be found by searching Google or Pinterest.

Friday – Time for the test! Write your answers into your book and keep a note of your scores.

## Handwriting

Tuesday – practise writing the tricky double ff letters by copying these words into your books.

ff ff  
fluffy  
difference  
sufficient  
affectionate  
baffled  
chauffeur  
effusive  
guffaw  
huffily  
offensive

## Writing

### Monday – Revise SPaG

Complete tasks on Spag.com.

### Tuesday –figurative language

This week we are continuing to use a website for delivering English writing lessons pre-recorded by Y6 teachers. We are currently half way through a writing unit which focuses on writing a setting description.

Today's lesson covers figurative language. You will need a pen and paper to join in.

You can skip through the spelling words that are covered near the start (from 2:25-4:20).

The teacher recaps the key grammatical features of setting descriptions and then delves further into the types of figurative language writers use. The lesson specifically focuses on using similes, metaphors and personification and shows examples of each. You then have the opportunity to practise some of your own as part of the independent task. Don't forget to watch the end of the video as there is a marking checklist for you to see how you got on.

Follow this link for today's lesson:

<https://classroom.thenational.academy/lessons/setting-description-lesson-4-figurative-language/>

### Wednesday – Writing a setting description

Today's lesson continues on from yesterday and would be easier broken into two sessions over today and tomorrow. This way you can spend more time drafting a quality piece of writing.

Please note that there is a spelling test at the start. You do not need to do this so please skip from 1:16-6:10.



The focus is writing your own setting description based on one of the examples they've given (copied above). However, if you would like to select a setting of your own choice - please do!

If you would prefer to spend a bit more time planning out ideas first, there is a planning sheet for setting description writing that you can use. Please see attachments.

Follow this link for today's lesson:

<https://classroom.thenational.academy/lessons/setting-description-lesson-5-describing-a-setting/activities/2/>

Please find below some reminders from the website to help you; some extra detailed success criteria to refer to along the way and the Y6 Writing Standards.

## Setting Description

Things to remember and include in your writing.....

Powerful vocabulary choices

Figurative language

Sentence openers

Build atmosphere

## Setting Description

Powerful vocabulary you could include:

foothills	uncharted	majestic
altitude	dramatic	abundant
impassable	magnificent	impenetrable
monstrous	picturesque	serene
boundless	spectacular	tranquil
isolated	undulating	flourishing
turbulent	fascinating	luscious

### Thursday – Writing a setting description

Today's lesson continues on from yesterday. Continue and complete your setting description.

### Friday – Editing and Improving writing

Once you've finished, you still need to edit and make improvements.

Look again at the success criteria – have you included these in your writing? Have you used a wide range of punctuation too? Does your work make sense? Have you used a range of sentence structures and conjunctions where needed? Just like you would in class, assess your work against the End of Key Stage Writing Standards (below). Can you make any improvements? Edit your work in a different colour where needed.

### Success Criteria

- Use your senses
- Prepositions (to help the reader visualise the scene)
- Powerful vocabulary (interesting nouns, adjectives and verbs – think word of the day!)

- Figurative language: similes, metaphors and personification
- Sentence openers (such as fronted adverbials)
- Varied sentence structure (such as relative clauses, subordinating clauses, short sentences for impact and pace)

If you are having a character as part of your setting description, you can also consider these:

- Build atmosphere (character responses to the surroundings e.g. sweating, shivering, screaming – show don't tell)
- Use dialogue between characters to intensify the mood

<b>Working towards the expected standard: The pupil can:</b>	
• write for a range of purposes	
• use paragraphs to organise ideas	
• in narratives, describe settings and characters	
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
• use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly	
• spell correctly most words from the year 3 / year 4 spelling list,	
• spell correctly some words from the year 5 / year 6 spelling list	
• write legibly.	
<b>Working at the expected standard: The pupil can:</b>	
• write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings, characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
• integrate dialogue in narratives to convey character and advance the action	
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative;	
• using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
• use verb tenses consistently and correctly throughout their writing	
• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
• spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
• maintain legibility in joined handwriting when writing at speed	